



Global Workplaces and Global Collaborations: Connecting Indiana to the World

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What global learning experiences or coursework should be required or offered to high school students today?

For Students

- World History, World Geography or Current Events as required coursework, and infusion of international connections in all subject areas.
- Foreign language courses beginning at the middle school or elementary level
- Virtual field trips
- International school partnerships
- International Festivals, e.g. Franklin Central High School and Lynhurst Middle Schools, Indianapolis
- Skype connections and international school partnerships
- connections via the Sister Cities International programs
- Future Business Leaders of America
- Model United Nations
- travel to college campuses
- Interaction with foreign exchange students
- organized interaction and conversations with those from different countries and/or cultures (in class or clubs)
- Travel to international events
- Travel outside the country
- International themed clubs or service learning opportunities

Professional Development for Teachers

- IU Area Studies Centers – outreach for teachers, esp. East Asian studies Center – courses live and online for teachers and free books; African Studies Center – one day and weeklong workshops for teacher
- Center for the Study of Global Change – Deliberation for Global Perspectives in Teaching and Learning
- Watson Institute for International Studies, Brown University, Choices Program
- Keizai Koho Center – 10 Day Teacher Travel in Japan
- TOPS – Goethe Institute
- Lilly Teacher Creativity Grants
- Indiana Council for the Social Studies
- EF Tours & Global Youth Summits
- Indiana Connected Educators (Formerly Indiana Computer Educators)
- Indianapolis International Center – possibility of meeting and mingling and hosting visitors but also workshops for cultural competency in business



How has Indiana changed, and continued to change, through immigration and international economic development?

- Changing school demographics
 - e.g. Franklin Central High School
 - 2002 – one period for ENL
 - 2014 – more than 30 languages in the township
- My classmates from the class of 1974 – One couple in Indonesia; one Allison employee was in Kazakhstan
- Recent former students living in Guinea, England, Spain, Germany, Italy, Kyrgystan
- Loss of jobs
- Increase in jobs



How do you define global competence and what global skills, knowledge and experiences would you advise our students to acquire?

Global Competence is a 21st Century Imperative,

A National Education Association Policy Brief

http://www.nea.org/assets/docs/HE/PB28A_Global_CompetenceII.pdf

The definition of Global Competence contains four basic elements:

- **International Awareness.** This constitutes the knowledge and understanding of world history, socio-economic and political systems, and other global events. This awareness includes the understanding that local and national events can have international implications. An individual who is aware of the broader world environment also recognizes that an individuals' action can affect others beyond one's own borders.
- **Appreciation of Cultural History.** This entails the ability to know, understand and appreciate people from other cultures along with the capacity to acknowledge other points of view about pressing world issues. Awareness and appreciation of cross-cultural differences, and the willingness to accept those differences, opens doors for opportunities to engage in productive and respectful cross-cultural relations.
- **Proficiency in Foreign Language.** The ability to understand, read, write, and speak in more than one language enhances cross-cultural communication skills. The knowledge of additional languages opens doors to the understanding of other cultures and people who speak those languages.
- **Competitive skills.** The ability to compete globally entails the acquisition of extensive knowledge of international issues. To be able to compete, students need high-level thinking skills that enhance creativity and innovation. Students who gain a thorough understanding of the economic, social, and technological changes taking place across the globe enhance their ability to compete in the worldwide marketplace.



In your work with individuals of varied backgrounds, what are advantages of mastering a second language? What are advantages of maintaining a heritage language?

- Additional open doors to career options
- More competitive in the marketplace
- Serve as a bridge for others, professionally and personally
- Better people skills in addition to expanded verbal communication skills



What are personal and career benefits of volunteering with civic and business organizations involved in international development and partnerships?

- Expansion of your world, even if you wholly remain in Indiana.
- Broadens your horizons
- Cultural richness
- Increase in circle of friends
- Builds self-confidence and mobility



Other advice for teachers and parents?


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- 1) Make cross-cultural interaction ordinary
- 2) Challenge stereotyping & overgeneralization
- 3) Learn from ordinary people from different countries
- 4) Teach how to seek out multiple perspectives
- 5) Avoid exoticizing other cultures
- 6) Show examples of cultural change and diffusion
- 7) Teach interconnectedness throughout time and in the present¹




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- 8) Organize the curriculum through human rights
 - 9) Teach case studies involving human rights conventions
 - 10) Ask students what global responsibility means to them; investigate their answers together
 - 11) Open the conversation to include multiple approaches to studying human rights: historical, problem-centered, values analysis, international relations, and others²

- 12) Use dual-language books and include real literature from across the world
- 13) Follow current events together as a class
- 14) Role-Play global events with multiple viewpoints represented
- 15) Teach bias and perspective by using multiple resources
- 16) Engage students in charitable projects
- 17) Model how to think about complex events instead of "protecting" students from them
- 18) Involve students in systematic Inquiry of social justice issues³



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- 19) Organize student-led tutoring for ELL students or those studying for citizenship exams
 - 20) Have students create pamphlets to help newcomers with shopping tips or to introduce immigrant-friendly agencies
 - 21) Have students author children's books welcoming newcomer children into your community⁴

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- 22) Integrate with other subjects to study worldwide issues such as climate change, migration, modern slavery, famine, or global disease (malaria, HIV/AIDS, influenza)
 - 23) Analyze global folktales, proverbs, or idioms in connection with literature, art, history, or culture study
 - 24) Connect with virtual communities of students across the globe to create a cultural exchange
 - 25) Listen to what your students are talking about and create units of study with them that pull everyone out of the classroom and into the world at large⁵

¹ 1-7 from Merryfield, M. M. (2012). Four strategies for teaching open-mindedness. *Social Studies and the Young Learner*, 25(2), 18-22.

² 8-11 from Reardon, B.A. (1994). Human rights and values education: Using the international standards. *Social Education*, 58(7), 427-429.

³ 12-18 from Field, S. L. & Castro, A. J. (2010). How elementary teachers teach for transformative citizenship: Investigating articles in *Social Studies and the Young Learner*. *Social Studies and the Young Learner*, 23(2), 30-32.

⁴ 19-21 from Anderson, C. C., Brumbaugh, S., Drankwalter, E., Hemmer, S., Myers, M., & Podkul, J. (1998). Making global connections in a Chicago classroom. *Social Education*, 62(5), 286-28.

⁵ 22-25 from ideas that I have seen and enjoyed using with my own students.

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- **Partner.**